

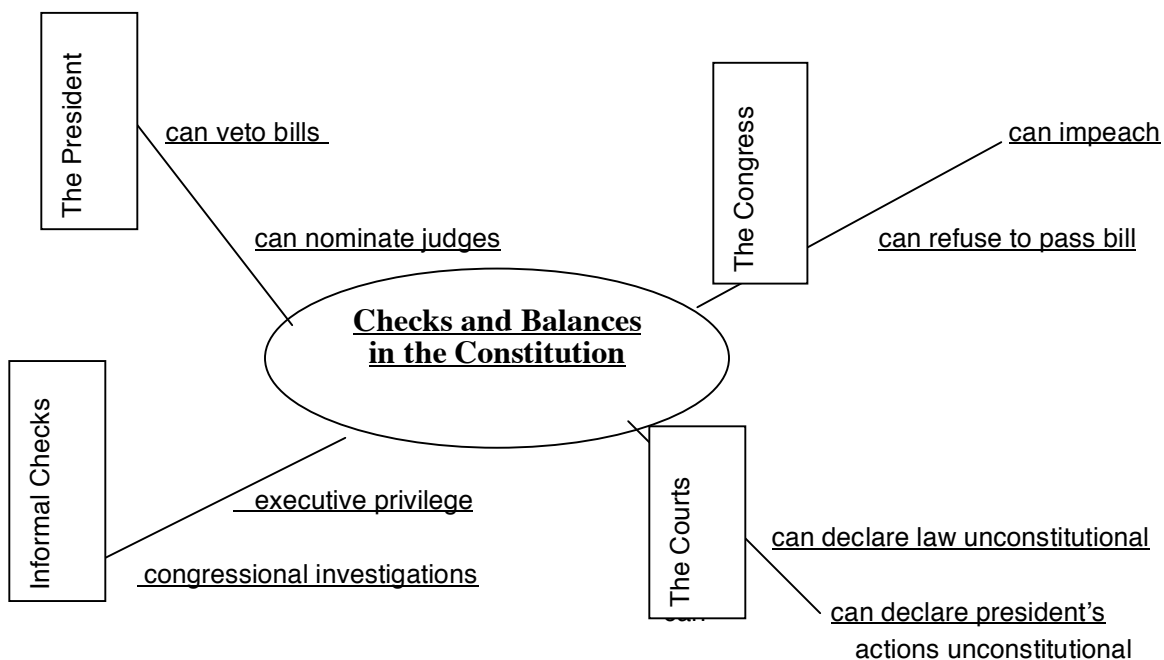
COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCY	SUGGESTED STRUCTURE REFERENCES
IX. Learning and Academic Skills A. Critical Thinking	31. Apply critical thinking skills to a reading passage using graphic organizers (e.g., timeline, T-chart, spider map, Venn diagram, etc.) 32. Distinguish between fact and opinion. 33. Identify cause and effect relationships. 34. Identify part-whole relationships/general and specific elements (e.g., parts of an outline, main ideas and supporting details, headings and subheadings in reading material, etc.) 35. Identify and use comparison and contrast in reading, speaking and writing. CASAS# 7.2.2	N/A
SAMPLE SCANS ACTIVITY: Using a Graphic Organizer for Reading Comprehension		

Stages of Lesson: ☐ Warm Up ☐ Introduction ☒ **Presentation** ☒ **Practice** ☒ **Application**

<p>Steps for Sample Activity: Approximate Time of Activity: 75 minutes</p> <p>Purpose: This is a critical thinking/reading activity in which students, working in pairs, complete a graphic organizer to help them comprehend a reading. A pair activity is recommended to provide practice before students are expected to work with graphic organizers on their own.</p> <p>This sample activity employs a spider map for organizing main ideas and supporting details.</p> <p>1. Before class, obtain a level-appropriate reading on an academic subject and select an appropriate graphic organizer for the critical thinking task. Make copies of the selected reading and graphic organizer, one of each per student.</p> <p><i>Note:</i> Several graphic organizers appear on pages 102-109 following this activity. The graphic organizer used with a particular reading depends on the organization and content of the passage. Examples may include: a T-chart for categorizing items, a Venn diagram for showing comparison and contrast, a sequence chart for organizing events chronologically, a spider map for identifying main ideas and details, or a cause-effect map for delineating causes and effects mentioned in a reading. A KWL chart might be used before any academic reading to orient students to the content.</p>	<p>SCANS FOCUS</p> <p>Basic Skills: Reading</p> <p>Thinking Skills: Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning</p> <p>Competencies: Interpersonal- Participates as a Member of a Team/ Teaches Others Information- Acquires and Evaluates Information/ Interprets and Communicates Information Systems- Understands Organizational Systems</p>
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2. Hand out the passage and conduct a reading activity. You may want to choose to focus on skimming the passage for main ideas.
3. After the reading activity, discuss the difference between main ideas and supporting details. Distribute copies of the Spider Map.
4. Using an overhead transparency or the board, elicit from students what they believe to be the overall topic of the reading. Demonstrate how to fill in the center circle of the spider map with the main topic of the reading.
5. Ask students what one main idea of the reading is. Demonstrate how to fill in one of the main spokes of the map (one of the spider's legs). Ask students what some supporting details are for that main idea, and demonstrate how to fill in the related details. For example, a spider map of a reading on *Checks and Balances in the US Constitution* might look like this:

SAMPLE SPIDER MAP



6. Form pairs. Ask students to complete the graphic organizer with a partner. Circulate and offer assistance.
7. Have students write their answers on the board or share their answers orally and then discuss the organization and content of the reading passage as a class. **
8. Explain that using graphic organizers is an effective way to study an academic reading passage. Plan to provide additional lessons in which students will read a passage and complete a graphic organizer on their own.
9. Follow-up: Ask students to summarize the reading orally or in writing, using their graphic organizer as a guide.

** This step serves as an evaluation of the activity.

GRAPHIC ORGANIZERS

T-Chart

Venn Diagram

Sequence Chart

Spider Map

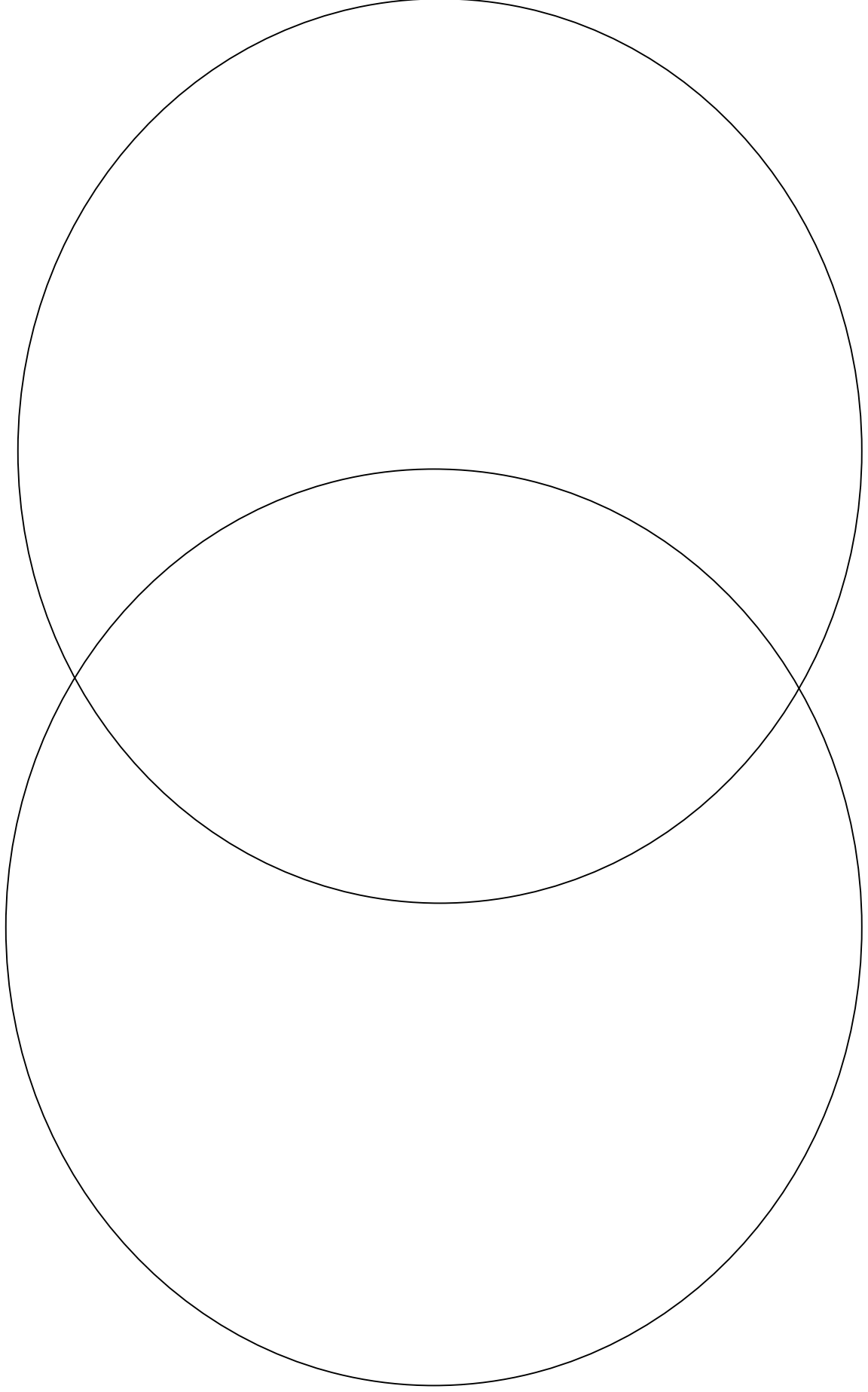
KWL Chart

Main Idea and Supporting Details

Cause and Effect

Fact or Opinion?

Venn Diagram



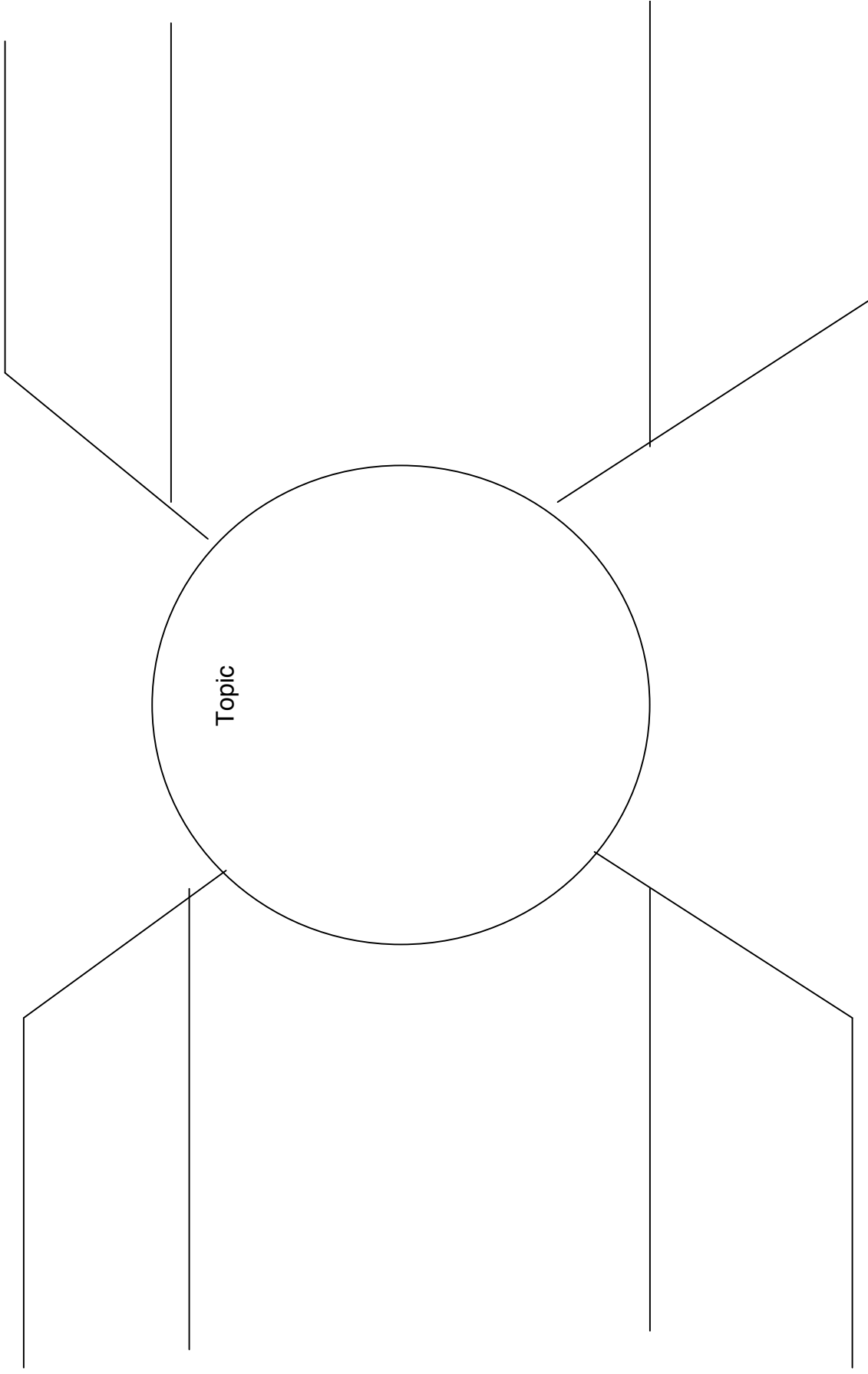
SEQUENCE CHART

Topic or Title of Story _____

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graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]; D --> E[ ]
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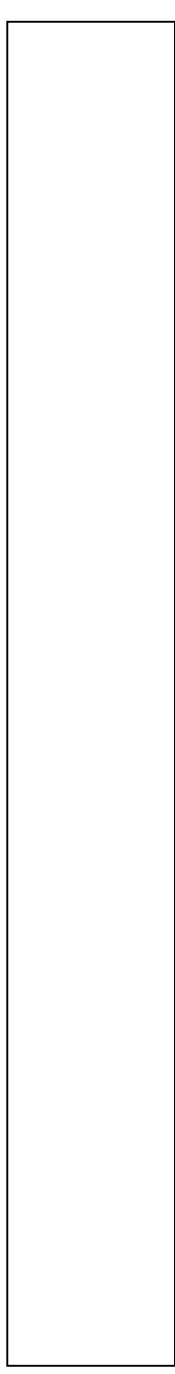
The diagram consists of five identical, empty rounded rectangular boxes arranged vertically. Each box is connected to the one below it by a downward-pointing arrow, indicating a sequential flow from top to bottom.

SPIDER MAP

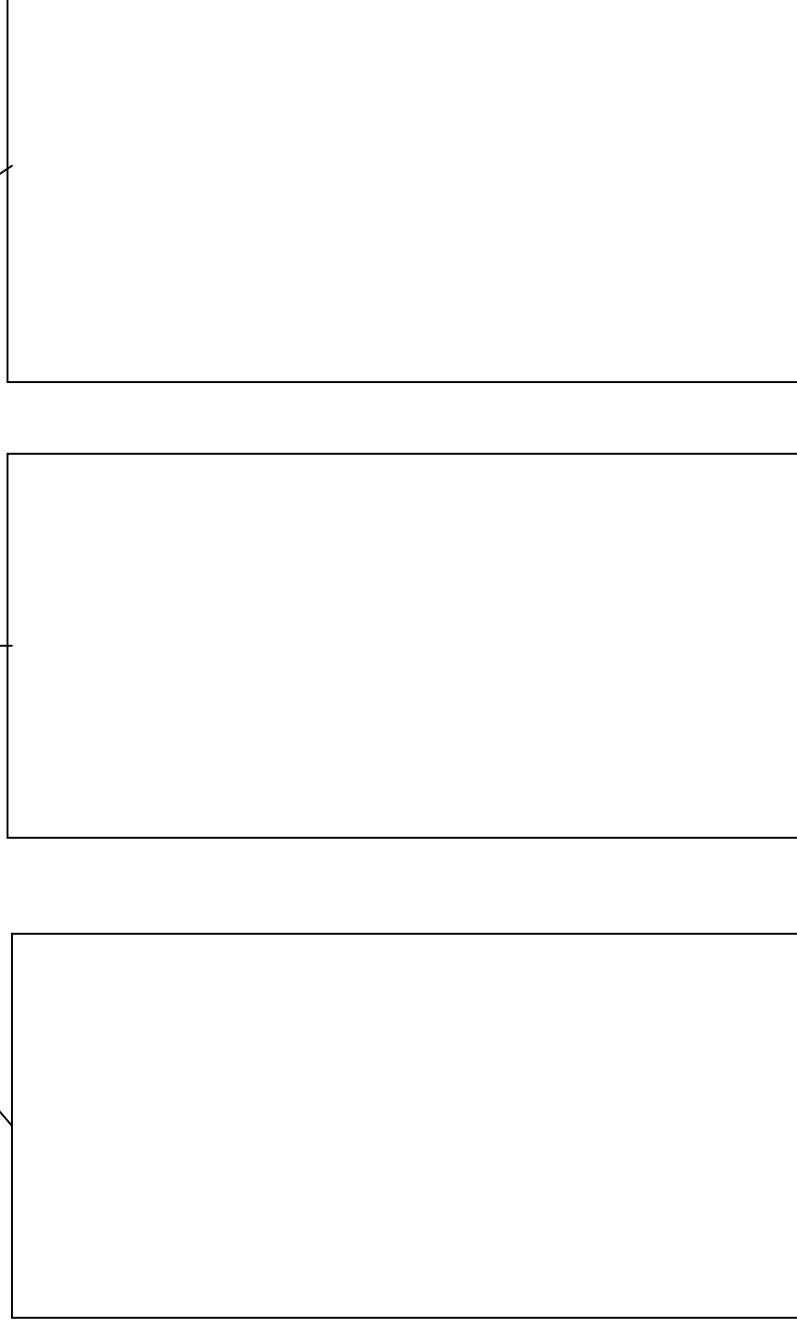
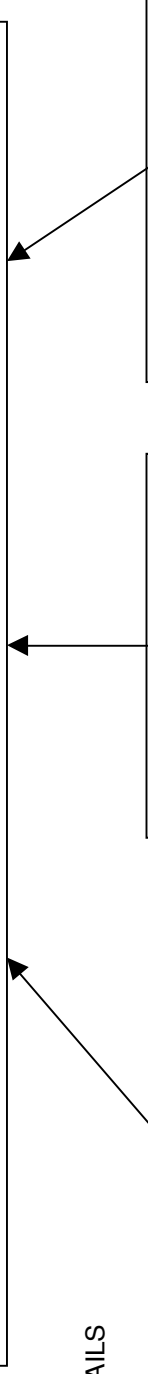


KWL CHART		
<div>What we know</div>	<div>What we want to know</div>	<div>What we learned</div>

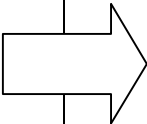
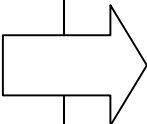
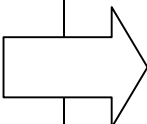
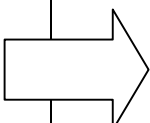
MAIN IDEA



SUPPORTING DETAILS



CAUSE and EFFECT

CAUSE	EFFECT
	
	
	
	

FACT OR OPINION?

	Fact	Opinion
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

